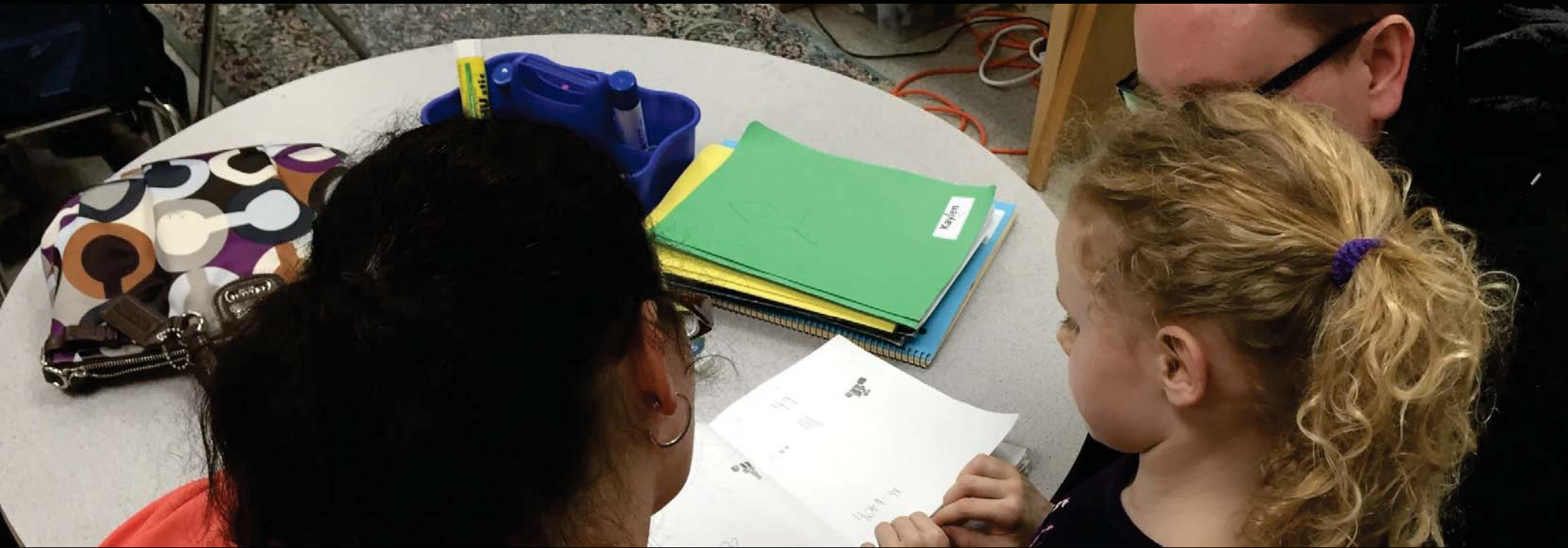


SUPPORTING LEARNING AT HOME



Surrey Schools Community Forum - February 20, 2018

Antonio Vendramin - District Principal

vendramin_a@surreyschools.ca

@Vendram1n

bit.ly/sd36forum

LEARNING GOALS FOR TONIGHT

I WILL BE ABLE TO:

- EXPLAIN WHAT THE **CORE COMPETENCIES** ARE - WHY **SELF-ASSESSMENT** IS IMPORTANT - AND HOW I CAN BUILD AN UNDERSTANDING OF THE CORE COMPETENCIES AT HOME
- SHARE WITH OTHER PARENTS SOME **CONVERSATION STRATEGIES** THEY CAN USE TO SUPPORT STUDENT LEARNING
- KNOW HOW TO ACCESS A WIDE ARRAY OF **DIGITAL RESOURCES** AT HOME TO SUPPORT MY OWN LEARNING AND THAT OF MY CHILD(REN)

THE IMPORTANCE OF REFLECTION ... AS A PARENT



CORE COMPETENCIES



“ENDURING sets of intellectual, personal, and social and emotional skills and attributes that all students need to develop in order to engage in deep learning and lifelong learning.”

CORE COMPETENCIES



COMMUNICATION

- Speaking & Listening
- Reading & Writing
- Presenting
- Collaborating



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THINKING

- Creative and Critical
- Generating and developing ideas
- Pursuing ideas over time
- Designing, analyzing, evaluating



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PERSONAL & SOCIAL

- Personal identity, values, and choices
- Perseverance & ownership
- Sustaining balance
- Caring of self, others, & environment

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Forbes

Top 5 skills employers most want in 2015 Graduates:

Ability to:

1. *Work in a team structure*
2. *Make decisions and solve problems (tie)*
3. *Communicate verbally*
4. *Plan, organize and prioritize work*
5. *Obtain and process information*










“The survey makes clear that employers want universal skills you can learn across academic disciplines and in any job where you are working with others. The trick is to communicate clearly that you have those skills.”

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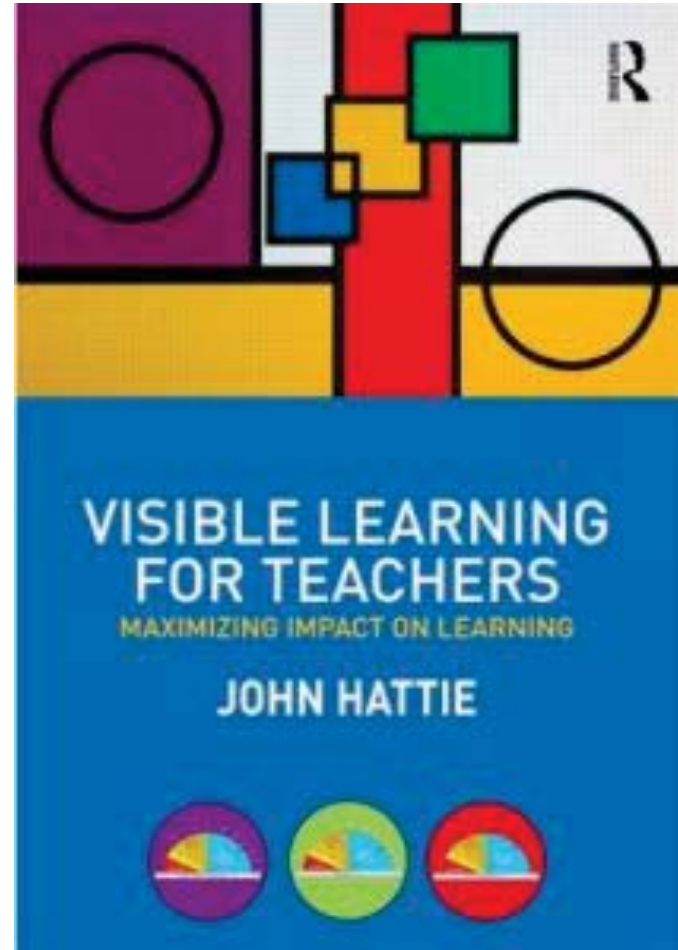
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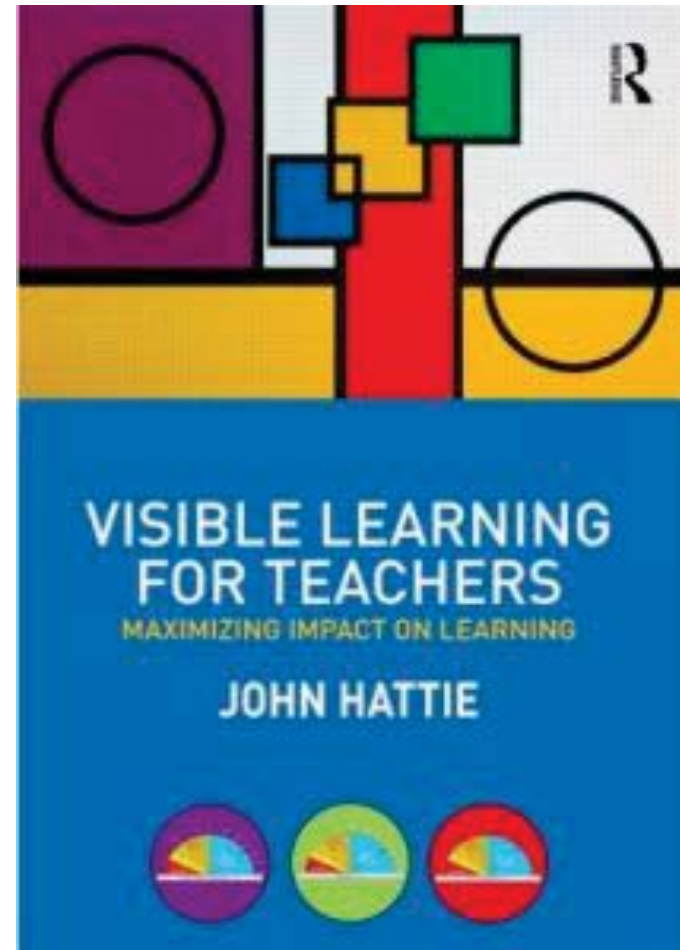
WHAT OTHER RESEARCH IS THERE?

WHAT OTHER RESEARCH IS THERE? - [John Hattie](#)



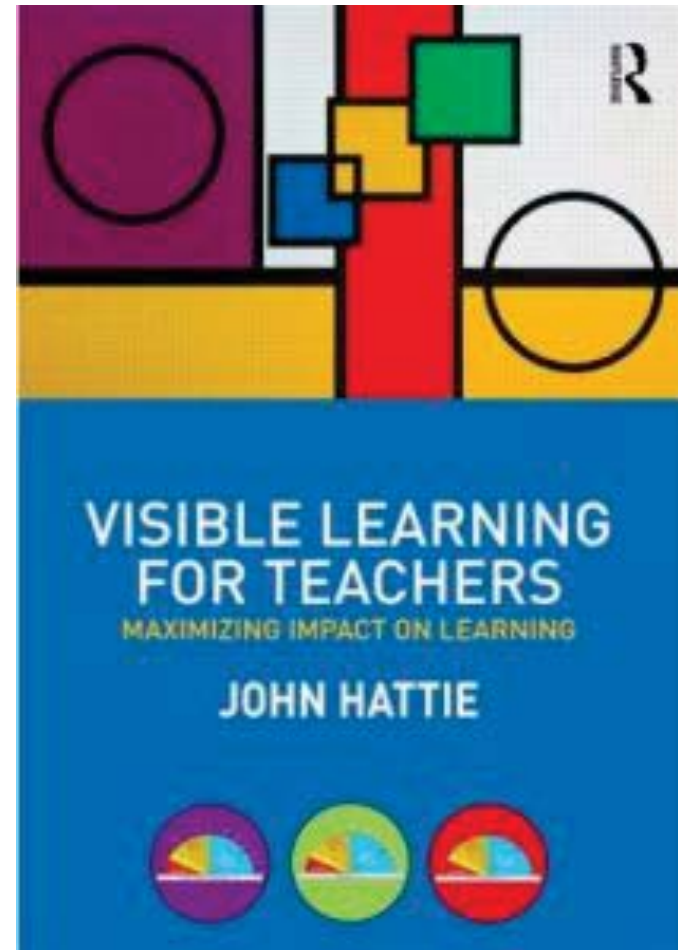
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Almost 1000 meta-analyses...



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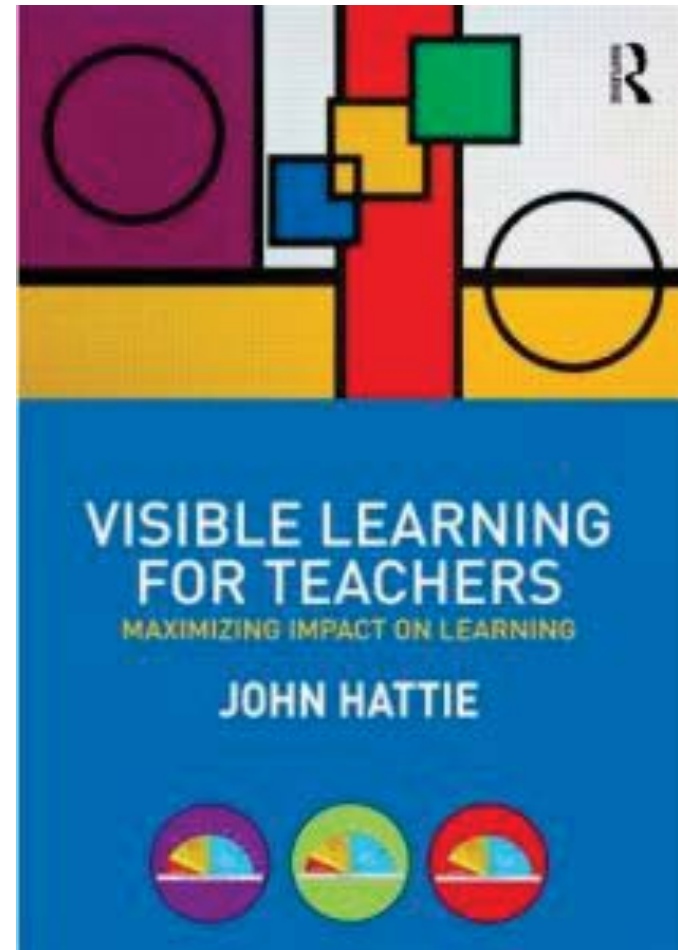


★ Homework	0.29
★ Subject Matter Knowledge	0.09

WHAT OTHER RESEARCH IS THERE? - [John Hattie](#)




















Almost 1000 meta-analyses...

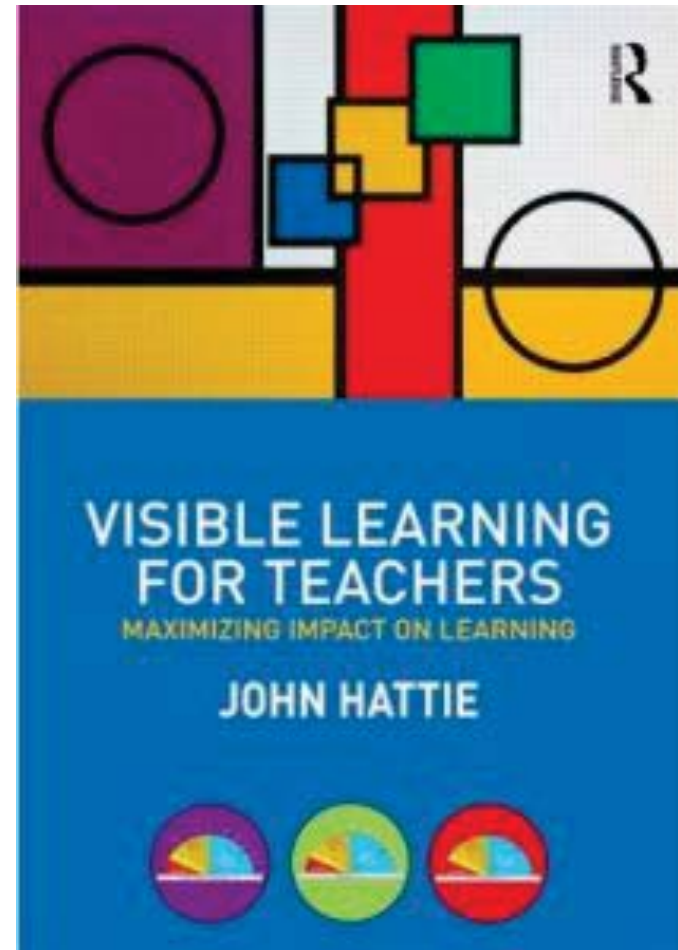
★	Self Reporting	1.44
★	Providing Formative Evaluation	0.90
★	Classroom Discussion	0.82
★	Feedback	0.75
★	Teacher-Student Relationships	0.72
★	Self-Verbalization and Self-Questioning	0.64
★	Problem-Solving teaching	0.61
★	Classroom cohesion	0.53
★	Parent Involvement	0.49
★	Self-Concept	0.47
★	Cooperative Learning	0.40
★	Reducing Anxiety	0.40
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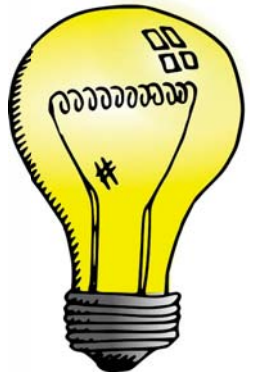
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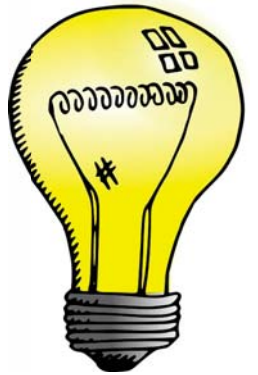
**FOCUS ON
WHAT WE CAN
DO...NOT WHAT
WE CAN'T**



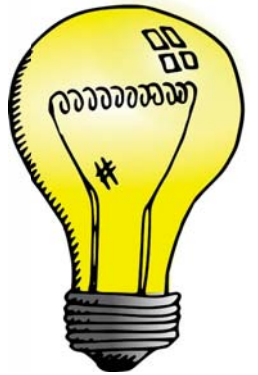
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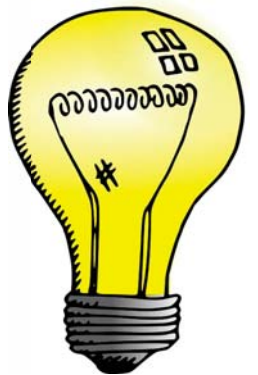
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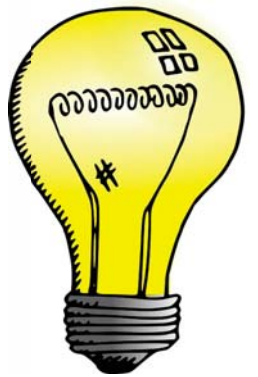
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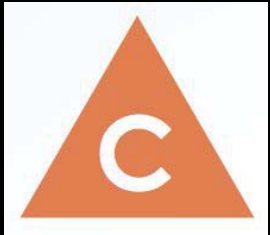


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- We build on **strengths**, not fill holes
- Core Competencies **ENDURE and develop** beyond our time in school
- **Evidence** is key
- **Industry and employers** are telling us ... these are the competencies students need to be successful
- Self-Assessment is important because, it's not teachers that need to be **aware**, it's students!





NOTICE



NAME




NURTURE

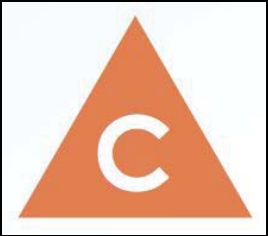
[#GettingBackUp](#)

[#PositivePersonalIdentity](#)

[#Perseverance](#)

A woman with red hair, wearing a grey sweater and a dark scarf, stands on a stage holding a microphone. She is facing left. The stage is dimly lit, with a spotlight on her. In the background, there are some dark shapes and a small illuminated sign that says "PAIN".

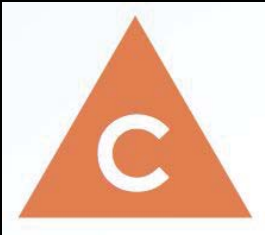
And then I ended up in a wheelchair like some of you guys



#GettingBackUp

#PositivePersonalIdentity

#Perseverance



I can share information that is important to be in a clear and organized way.

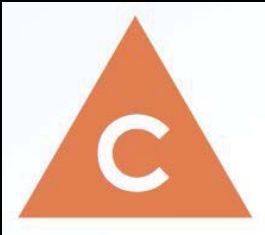
I can represent my learning and connect it to my experiences and efforts.



#GettingBackUp

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I can share information that is important to be in a clear and organized way.

I can represent my learning and connect it to my experiences and efforts.



I have interests and passions that I pursue over time.

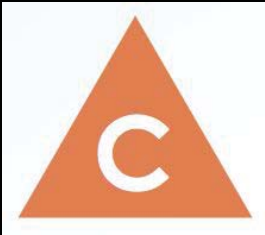
I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.



[#GettingBackUp](#)

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I can share information that is important to be in a clear and organized way.

I can represent my learning and connect it to my experiences and efforts.



I have interests and passions that I pursue over time.

I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.



I can reflect on my strengths and identify my potential as a leader in my community.

I can advocate for others.

I understand that learning is continuous and my concept of self and identity will continue to evolve.

[#GettingBackUp](#)

[#PositivePersonalIdentity](#)

[#Perseverance](#)

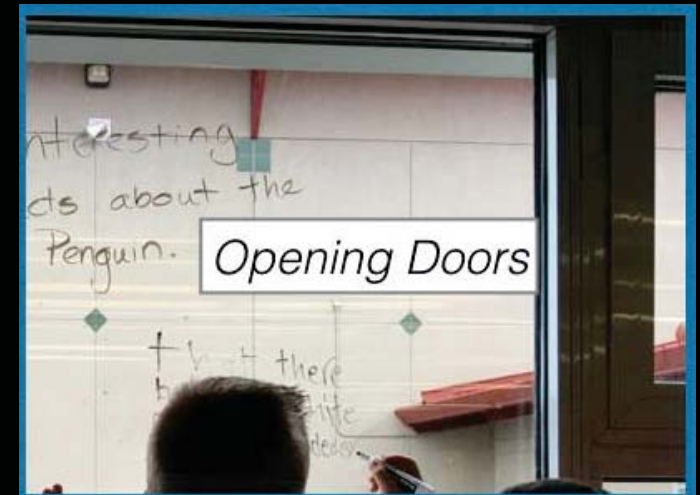
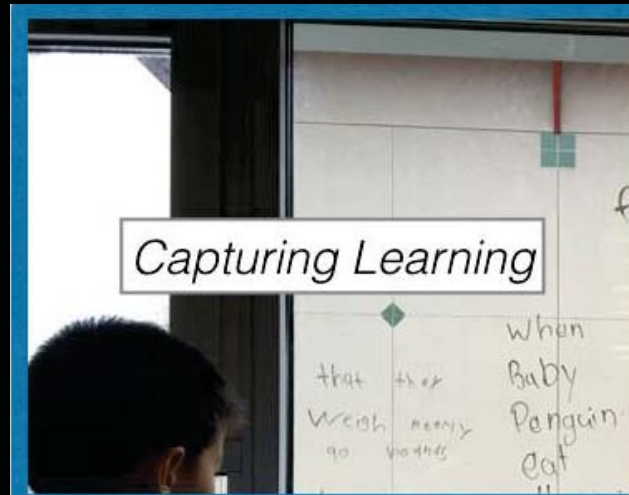
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Taking advantage of the COMMUNICATING STUDENT LEARNING (CSL) window



This section shows the pupil's progress in school subjects in relation to his or her own attitude and ability as perceived by the teacher.

Key: G - Good, N - Satisfactory, X - Capable of improvement

SUBJECT	First Report		Second Report		Third Report	
	Progress	Pupil Effort	Progress	Pupil Effort	Progress	Pupil Effort
Reading	C	N	C+	N	C+	N
Language	C+	G	C-	G	C+	G
Spelling	B	G	C+	N	B	G
Arithmetic	C-	G	B	G	B	G
Social Studies	C+	N	C+	N	C+	N
Science	C	N	C	N	C+	N

TEACHER'S COMMENT: **FIRST REPORT**
 [redacted] progress to date has been very satisfactory. His work is neat, well-organized and completed on time.

In class and around the school [redacted] has proven himself to be a helpful, mannerly and reliable individual. I hope he will continue with his good efforts.

TEACHER'S COMMENT: **FIRST REPORT**
 Antonio's progress to date has been very satisfactory. His work is neat, well-organized and completed on time.

In class and around the school, Antonio has proven himself to be a helpful, mannerly and reliable individual. I hope he will continue with his good efforts.

- Can the student solve complex problems?
- Does the student work well with others?
- What are the student's strengths?
- What do they need to work on?
- What actually happens at school???





ASKING THE RIGHT QUESTIONS

What are you supposed to be learning?

Teachers call this Learning “Goals” “Intentions” or “Targets”



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ASKING THE RIGHT QUESTIONS

What are you supposed to be learning?

Teachers call this Learning “Goals” “Intentions” or “Targets”

What are the expectations for the work?

Teachers call these expectations “Criteria”

How are you doing with...? How do you know?



ASKING THE RIGHT QUESTIONS

Changing “How is my child doing?” ...



ASKING THE RIGHT QUESTIONS

Changing “How is my child doing?” ...

What are my child’s strengths? What do they find challenging?



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ASKING THE RIGHT QUESTIONS

Changing “How is my child doing?” ...

What are my child’s strengths? What do they find challenging?

How does my child get along with peers?

What happens when my child has a challenge or finds something difficult?

What can I do to support my child at home?

Can you suggest a resource we can use at home? How do I access it?



ASKING THE RIGHT QUESTIONS

SUGGESTED CONVERSATION STARTERS

- *I notice how you ... (be specific, focusing more on perseverance and less on “ability”, avoiding phrases such as “you are so smart” or “you are such a talented artist”)*
- *What are you most proud of? Why?*
- *I am so proud that you are now able to...*
- *I can see you tried really hard to....*
- *I can see evidence of growth. You used to... but now you...*
- *When I compare what you used to do with what you do now, I notice...*
- *What do you notice when you compare these two pieces of work?*
- *I am pleased with how you did this work because...*
- *Can you explain your thinking about this...?*
- *What I like about this work is...*
- *What do you like most about this work?*
- *Do you think you need some help with...?*
- *What do you think you could do differently next time?*
- *How could you have done that differently?*
- *What would you like to get better at? Why?*
- *What do you think you will try next time?*
- *Tell me (more) about ...*

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DIGITAL RESOURCES YOU CAN ACCESS AT HOME

www.surreyschools.ca/digitalresources

For most of the resources you find there, you simply use the following for both the USERID and PASSWORD:

sd36bc



DIGITAL RESOURCES YOU CAN ACCESS AT HOME



surreyschools.discoveryeducation.ca

Students use a personal **USER ID** and **PASSWORD:**
{firstname.lastname} {1234}

Ask your child or your child's teacher

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QUESTIONS & DISCUSSION

SUPPORTING LEARNING AT HOME

CORE COMPETENCIES TO TALK ABOUT



COMMUNICATION

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- Reading & Writing
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THINKING

- Creative and Critical
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PERSONAL & SOCIAL

- Personal identity, values, and choices
- Perseverance & ownership
- Sustaining balance
- Caring of self, others, & environment

NOTICE → **NAME** → **NURTURE**

WHEN YOUR CHILD ASKS FOR ASSISTANCE, ASK:

What were you supposed to learn? What is the criteria for this assignment?

SUGGESTED CONVERSATION STARTERS

- *I notice how you ... (be specific, focusing more on perseverance and less on "ability", avoiding phrases such as "you are so smart" or "you are such a talented artist")*
- *What were you supposed to learn by doing this work?*
- *How does your work compare to the criteria?*
- *What are you most proud of? Why?*
- *I can see you tried really hard to...*
- *I can see evidence of growth. You used to... but now you...*
- *When I compare what you used to do with what you do now, I notice...*
- *What do you notice when you compare these two pieces of work?*
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DIGITAL RESOURCES YOU CAN ACCESS AT HOME

ALL RESOURCES: www.surreyschools.ca/digitalresources

USER ID & PASSWORD: sd36bc

DISCOVERY EDUCATION: surreyschools.discovereducation.ca

USER ID & PASSWORD: sd36bc (or ask your child or your child's teacher for a personalized USER ID & PASSWORD)